DOCUMENT RESUME

ED 374 854 JC 940 547

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TITLE Campus Climate Survey.
INSTITUTION College of the Canyons, Santa Clarita, CA.
PUB DATE Jul 94
NOTE 69p.
PUB TYPE Reports - Research/Technical (143) --
Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Community Colleges; *Diversity (Institutional); *Educational Environment; Mail Surveys; *Minority Groups; Organizational Climate; Questionnaires; Racial Bias; Sex Discrimination; *Student Attitudes; *Student College Relationship; Teacher Student Relationship; Two Year Colleges; *Two Year College Students
IDENTIFIERS College of the Canyons CA

ABSTRACT

A survey was conducted at College of the Canyons (COC) to assess the current status of the campus climate. The survey instrument focused on students' experiences, attitudes about diversity issues, and suggestions for improving the climate for diversity. The survey was mailed to all disabled and under-represented racial/ethnic group students plus a sample of white and Asian populations (N=1,770). Since minorities were oversampled, results were differentially weighted to compensate for bias. Selected survey findings, based on a 30% response rate, included the following: (1) 5% of the respondents felt they had been discriminated against at least occasionally because of their race/ethnicity or age, with Asian/Pacific Islanders most likely to report such experiences; (2) 5% indicated that they had been discriminated against by students; (3) 19% reported having heard "insensitive or disparaging comments" about racial/ethnic minorities by students, 27% had heard students making such comments about gays and lesbians, and 16% had heard negative comments about women; (4) 25% had had at least occasional discussions about sexism with members of the opposite gender which affected them in a positive manner, while 18% had such discussions which affected them negatively; (5) 80% thought that diversity was a good thing for COC and that it should be actively promoted; (6) students felt that it was desirable to create ways for different racial/ethnic groups to interact, and most were opposed to separation and segregation. The survey instrument is attached. (KP)

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ED 374 854

College of the Canyons
SANTA CLARITA COMMUNITY COLLEGE DISTRICT

Campus Climate Survey

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by

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Office of Institutional Development

July 1994

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College of the Canyons'
Campus Climate Survey

July 1994

In spring 1994 College of the Canyons formed a Student Equity Team for the purpose of studying and monitoring the involvement of historically underrepresented groups in all aspects of the college. The team is responsible for directing the college's efforts to improve performance in the area of student equity.

One of the goals of the Student Equity Team is to improve campus climate so the campus is more receptive to historically underrepresented groups. Campus climate is defined as the formal and informal environment in which students live and learn in a college setting. The following study is designed to assess the current status of campus climate at College of the Canyons.

Survey Administration

The survey instrument was adapted from a survey of undergraduates carried out at UCLA in Fall 1990 (A.W. Astin, J.G. Trevino and T.L. Wingard, The UCLA Campus Climate for Diversity, Higher Education Research Institute, UCLA, March 1991). The instrument included sections focusing on the respondents' experiences, attitudes about diversity issues, and opinions about suggested solutions for improving the climate for diversity. Superintendent-President Dianne Van Hook and Academic Senate President Michael Dermody provided a cover letter which accompanied the survey.

The actual administration of the survey was conducted by the Santa Clarita Mailing Service (SCMS) during April and May 1994. The Office of Institutional Development provided SCMS with mailing labels and printed copies of the cover letters as well as the survey instruments, and they took responsibility for mailing the surveys and conducting follow-up mailings to non-respondents. Completed surveys were returned to the Office of Institutional Development where data entry was carried out, converting survey responses into machine-readable form.

Sampling

Since budgetary limitations precluded a survey of all 5,400 students enrolled in spring 1994, it was decided to survey approximately 1,800 students. The students surveyed consisted of all disabled students and all members of underrepresented racial/ethnic groups (as defined by College of the Canyons) and a sampling of the white and Asian populations. Underrepresented groups at the college include African-Americans, Chicanos/Latinos, and Native Americans. Excluded were all students who first entered the college in spring 1994. The rationale for the decision was that such students would not have sufficient experience with diversity issues at the college to respond meaningfully to many of the questions.

Response Rate

Survey mailing began during the fourteenth week of the spring semester. Each questionnaire included the cover letter signed by Superintendent-President Van Hook and Academic Senate President Dermody which encouraged the recipient to complete the survey (see Appendix for entire survey packet). Each mailed survey also included a postcard with an identification number which was to be returned to the Office of Institutional Development separately from the completed survey. The purpose of the postcard was to allow for the

identification of non-respondents, to facilitate a second wave of mailed questionnaires. The second mailing was sent out two weeks after the initial mailing.

The response rate was approximately 30 percent. We distributed 1,770 surveys and received 545 responses, or 30.8 percent. This number is considered adequate for a study of this type. A total of 524 respondents had attended the college for two or more semesters. The ensuing analysis is based upon the responses of these continuing students.

The survey questions have been analyzed principally by means of frequencies and crosstabulations. Some tests of statistical significance, namely chi-square tests, were carried out to determine the significance of differences.

Since the minorities were oversampled, the results have been differentially weighted to compensate for the sampling bias. Specifically, we took the total number from each racial/ethnic group (e.g. African American) currently enrolled at College of the Canyons and divided it by the total number of respondents from this group. The resulting ratio was then used as a corrective weight. Thus, if the number of African American students currently enrolled at College of the Canyons was three times larger than the number of African American students who actually completed and returned the survey, then the corrective weight applied to the responses of each African American student would be 3.0. Corrective weights were computed for each racial/ethnic group, as shown in Table 1. All the percentages reported are weighted percentages.

Table 1.
Weights
Student Who are Not First-Time Students

Racial/Ethnic Group	Spring '94 Enrollment	Surveys Mailed	Survey Respondents	Weight
White	3,091	849	265	11.7
Asian/Pacific Islander	328	85	24	13.7
Chicano/Latino	703	703	174	4.0
African American	91	91	14	6.5
Native American	42	42	15	2.8
Other/Missing	121	-	32	-
TOTAL	4,376	1,770	524	
First Time Students	1,061			
Total Enrollment	5,437			

Part 1. Overall Results

Experiences

How frequently do students experience discrimination from others? What is the perceived basis for this discrimination and who is the source of it? Table 2 provides some preliminary answers.

Table 2.
Experiences of Discrimination

Experience	Percent reporting experience "frequently" or "occasionally"
Been discriminated against because of my:	
Race/ethnicity	5%
Age	5
Gender	3
Disability	2
Sexual Orientation	1
Religion	1
Been discriminated against by:	
Students	5%
Staff	4
Faculty	3
Administrators	2
Been harassed because of my:	
Race/Ethnicity	3%
Gender	2
Disability	2
Sexual Orientation	1
Religion	1
Age	1

COC students are most likely to experience discrimination based on either race/ethnicity or age. One person in 20 reports being discriminated against at least "occasionally" because of race/ethnicity or age. Harassment is experienced somewhat less frequently than discrimination and race/ethnicity constitutes the most frequent basis for harassment. Sexual orientation and religion are the least likely bases for discrimination. Table 2 also indicates the source of discrimination. The percentages may reflect frequency of contact, with most students having more contact with other students.

Table 3 summarizes the frequency with which students heard "insensitive or disparaging comments" about racial/ethnic minorities, women, people with disabilities, and gays and lesbians. The pattern in part reflects the more frequent contact students have with other students.

Better than one in four students report having heard insensitive or disparaging comments about gays and lesbians from other students. Six percent say they hear such comments frequently. Hearing disparaging or insensitive comments about minorities or women is a somewhat less common experience among students. Negative comments about people with disabilities are heard even less frequently.

Table 3.
Heard Insensitive or Disparaging Comments About Particular Groups by Students, Faculty and Staff

Comment Made About	Group making comment	Percent hearing comments "frequently" or "occasionally"
Racial/ethnic minorities	Faculty	1%
	Staff	1
	Administrators	1
	Students	19
Women	Faculty	1%
	Staff	1
	Administrators	0
	Students	16
People with Disabilities	Faculty	1%
	Staff	0
	Administrators	0
	Students	8
Gays and Lesbians	Faculty	2%
	Staff	1
	Administrators	0
	Students	27

Experiences with campus events and student publications are summarized in Table 4. A lower percentage of students report attending events where gays and lesbians were portrayed positively and a lower percentage also report seeing material in campus publications which increased their understanding of gays and lesbians.

Table 4.
Experiences with Campus Events and Student Publications

Experience	Percent reporting experience "frequently" or "occasionally"	
Been present at COC-affiliated events where the following groups were portrayed in a a positive/(derogatory) manner:		
Racial/ethnic minorities	25%	(2)%
Women	22	(1)
People with Disabilities	22	(0)
Gays and Lesbians	11	(2)
Seen/read material in student publications which increased my understanding of/ (is offensive to):		
Racial/ethnic minorities	28%	(3)%
Women	23	(4)
People with Disabilities	22	(2)
Gays and Lesbians	17	(3)

Table 5 shows results for three additional items having to do with gender and race/ethnicity. About one in four students have had at least occasional discussions about sexism with members of the opposite gender which affected them in a positive manner, while 18 percent have had such discussions which have affected them in a negative manner. When it comes to discussions about race with persons from another racial/ethnic group, positive experiences are more common and negative experiences less common. Thus the ratio between positive and negative experiences is more favorable when it comes to racial/ethnic discussions (nearly three to one) than is the case with discussions about sexism (three to two). Only 1 percent of the student body reports feeling ostracized by his/her racial ethnic group for not participating in campus activities relating to the group. The lack of a full array of campus activities, especially clubs and groups for minority groups, may well account for this finding.

Table 5.
Interpersonal Experiences Related to Gender and Race/Ethnicity

Experience	Percent reporting experience "frequently" or "occasionally"
Had discussion about sexism with person of the opposite gender which affected me in a:	
Positive manner	27%
Negative manner	18
No effect	12
Had discussion about race/ethnicity with someone from another racial/ethnic group which affected me in a:	
Positive manner	37%
Negative manner	14
No effect	19
Felt ostracized by my own racial/ethnic group because I chose not to participate in campus activities related to my own group	1%

Attitudes and Perceptions

The responses to ten questions concerning student attitudes on diversity issues are summarized in Table 6.

Nearly 80 percent of the students thought that diversity is a good thing for College of the Canyons and that it should be actively promoted by all members of the campus community, and that the administration should be genuinely committed to promoting respect for and understanding of group differences on campus. Nearly an equal percentage feels this commitment has been forthcoming from the administration.

Over three-quarters of the students believe that College of the Canyons has achieved a positive climate for diversity and nearly 70 percent say that the COC student body adequately reflects the cultural diversity of the Santa Clarita Valley.

A majority of the students think that affirmative action leads to the hiring of less qualified faculty and staff. Slightly less than a majority indicated that the college is placing too much emphasis on achieving diversity.

Table 6.
Attitudes on Diversity Issues

Statement	Percent agreeing "strongly" or "somewhat"	
The COC administration should be/(is) genuinely committed to promoting respect for and understanding of group differences at COC.	82%	(78%)
Diversity is good for COC and should be actively promoted by students, staff, faculty and administrators.	79%	
COC has achieved a positive climate for diversity.	77%	
The COC student body adequately reflects the cultural diversity of the Santa Clarita Valley.	69%	
Affirmative action leads to the hiring of less qualified faculty and staff.	56%	
COC is placing too much emphasis on achieving diversity.	49%	
One problem of pursuing the goal of diversity is the admission of too many underprepared students.	47%	
The current emphasis on Western Civilization and culture in the curriculum at COC should not be diluted by adding other perspectives.	47%	
Gay and Lesbian students at COC are accepted and respected.	46%	
Emphasizing diversity leads to campus disunity/segregation.	45%	

Proposals for Improvement

The survey contained a list of nearly fifty different items under the heading of "Possible Solutions." Respondents were asked to indicate for each proposal what effect they thought it might have on the college climate: improve considerably, improve somewhat, no change, worsen somewhat, worsen considerably. Table 7 lists the proposals that garnered the largest percentages of "improve considerably" or "improve somewhat" responses.

Table 7.
Most Favored Proposals for Improving the Campus Climate for Diversity

Proposal	Percent who say proposal will improve the climate for diversity
Have more events on campus that bring together disabled and non-disabled people.	67%
Have more art exhibits or music festivals featuring different racial/ethnic groups.	64%
Provide more awareness/sensitivity workshops or programs to help students become more aware of the needs of people with disabilities.	62%
Have more events on campus that bring together members of different racial/ethnic groups.	60%
Dedicate more of COC's faculty, staff and administrative talent to working on problems of racism/discrimination at COC and throughout the Santa Clarita Valley.	59%
Involve more COC students in providing tutoring for minority children.	58%
Provide more awareness/sensitivity workshops or programs to help students become more aware of the needs of women.	57%
Include more issues of diversity in student orientation.	56%

There is support within the student body for a variety of proposals for improving the climate for diversity. First, most students feel it is desirable to create more ways for different racial/ethnic groups to interact with one another. Second, students are advocating proactive educational interventions to heighten awareness and understanding of diversity issues: workshops or programs to increase awareness of the disabled and women; and greater attention to diversity issues in orientation. Finally, there is support for increased community involvement, including student tutoring of minority children and greater use of faculty and staff talent to work on problems of racism and discrimination at COC and in the Santa Clarita Valley.

Some proposals were seen as worsening the climate for diversity. These are shown in Table 8.

Table 8.
Least Favored Proposals for Improving the Campus Climate for Diversity

Proposal	Percent who say proposal will worsen the climate for diversity
Have minority students counseled only by members of their own group.	54%
Require all COC students to take at least one general education course that focuses on issues and perspectives of gays and lesbians.	34%
Provide more funding for COC-affiliated gay/ lesbian organizations.	28%
Require all COC students to take at least one general education course that focuses on issues and perspectives of racial/ethnic minorities.	28%
Create more COC special programs or services for gays and lesbians.	27%
Require all COC students to take at least one general education course that focuses on issues and perspectives of women.	26%

Two themes emerge. First, the majority of students are opposed to separation and segregation: i.e. having minority students counseled only by members of their own group. Second, about one in three or one in four students are opposed to adding general education course requirements to solve the problems of diversity.

Summary

Following are the major highlights from the analysis of the overall results.

- One in 20 students, or five percent, report being discriminated against at least occasionally because of his/her race or age.

- Students are most likely to experience discrimination from fellow students.

- Diversity is good for the college: nearly 80 percent of the students support the concept of diversity and back the administration in its efforts to promote respect for and understanding of group differences.

- A substantial portion of the student body, however, feel as though the pursuit of diversity comes with a price. More than half feel that affirmative action leads to the hiring of less qualified faculty and staff. About half the students feel as though there is currently too much emphasis on the diversity issue and nearly as many feel as though promoting diversity leads to campus disunity/segregation.

- There is student support for a variety of proposals for improving the campus climate for diversity, including:

  - increased interaction with different racial/ethnic groups.

  - proactive educational interventions to heighten awareness and understanding of diversity issues.

  - increased community outreach activities involving students, faculty and staff.

"Pride in ones cultural background and history is a healthy thing that can give a person greater self-confidence."
COC student

Part 2. Racial/Ethnic Groups

A comparison of the student responses by racial/ethnic groups will be made in following areas: experience with discrimination, interactions with students, interactions with faculty and staff, attitudes about diversity and proposals for change.

Experience with Discrimination

What has been the experience of different racial/ethnic groups with racial discrimination? Table 9 shows the groups with the most to the least frequent experience of racial harassment or discrimination. The group most likely to report such experiences is Asian/Pacific Islanders.

An important feature of Table 9 is the relatively small size of the percentages. Large majorities of students from all racial/ethnic groups say they have "seldom" or "never" been discriminated against because of their race or ethnicity. This finding suggests that overt racial discrimination is relatively infrequent at College of the Canyons.

Table 9.
Experiences of Racial Discrimination by Racial/Ethnic Group

Experience		Percent responding "frequently" or "occasionally"
Been discriminated against because of my race/ethnicity (*).	Asian/Pacific Islander	17%
	Native American	14
	Latino	9
	African American	8
	White	2
Been harassed because of my race/ethnicity (*).	Asian/Pacific Islander	8%
	African American	8
	Latino	3
	White	2
	Native American	0
Been discriminated against by students (*).	Native American	14%
	Asian/Pacific Islander	13
	Latino	6
	White	5
	African American	0
Been discriminated against by faculty (**).	African American	8%
	Latino	5
	Asian/Pacific Islander	4
	White	3
	Native American	0

* Statistically significant at the .0001 level.
** Statistically significant at the .005 level.

Interactions with Students

Table 10 summarizes student responses to five questions having to do with the frequency and nature of interaction among students. Large majorities of all five racial/ethnic groups report the experience of having studied with students of a different racial/ethnic background. Thus, interaction across racial/ethnic groups would appear to be commonplace at COC, regardless of one's race or ethnicity. It would appear that insensitive or disparaging remarks about racial/ethnic minorities are less than commonplace, with one in four or five from every group reporting hearing such remarks at least occasionally.

Small percentages of students from most groups report being treated rudely by other students. Asian/Pacific Islander students report more experience with rude treatment than all other groups.

The last two items in Table 10 have to do with experiences within one's own racial/ethnic group. Substantial majorities of students from all groups do not report feeling pressure or feeling ostracized by their own racial/ethnic group.

Table 10.
Experiences With Other Students by Racial/Ethnic Group

Experience		Percent responding "frequently" or "occasionally"
Studied with students of different racial/ethnic background (*).	African American	92%
	Latino	75
	Asian/Pacific Islander	74
	Native American	73
	White	70
Heard insensitive remarks about minorities from other students (*).	Latino	29%
	Native American	27
	Asian/Pacific Islander	25
	White	17
	African American	0
Been treated rudely by other students (*).	Asian/Pacific Islander	21%
	Latino	11
	White	10
	Native American	7
	African American	7
Felt pressure from members of my own racial/ethnic group not to socialize with or date members of other racial/ethnic groups (*).	African American	14%
	Latino	4
	White	3
	Asian/Pacific Islander	0
	Native American	0
Felt ostracized by my own racial/ethnic group because I chose not to participate in campus activities related to my own group (*).	African American	7%
	Latino	5
	Asian/Pacific Islander	4
	White	0
	Native American	0

* Statistically significant at the .0001 level.

The questionnaire contained several questions concerning students' attitudes about their interactions with other students. The responses to these questions are summarized in Table 11. Regardless of their racial/ethnic group, large majorities of students say they would like more interaction with other racial/ethnic groups. Even among the White students, who produced the lowest percentage in agreement with this question, nearly 7 out of ten say they would like more interaction with other groups.

The next two items in Table 11 have to do with students' perceptions of special interest groups. With the exception of Native American students, more than 2 out of every 3 students agree that special interest groups provide needed support for their constituencies. However, a sizable percentage of the students in each group also believe that special interest groups tend to promote separatism on the campus. These results highlight the dilemma posed by special interest groups: while they provide much needed support for their constituencies, they are also seen as promoting separatism at College of the Canyons.

The next item in Table 11 deals with the academic preparation of underrepresented minorities. The results underscore two important facts. First, majorities of students in all racial/ethnic groups believe that underrepresented minorities are as well prepared academically as other students. Second, White and Asian/Pacific Islander students are the most likely to agree with this statement. In other words, the belief that underrepresented minority students are less well prepared academically seems to be slightly more prevalent among the underrepresented minorities themselves than among members of other racial/ethnic groups.

The next item in Table 11 concerns students' beliefs about communication among students from diverse groups. More than half of the students from each racial/ethnic group believe that students from diverse groups communicate well with each other. This supports previous responses in which students reported that there was a great deal of interaction among different

ethnic groups on campus, as well as consensus that such interaction is a desirable goal.

The final set of three items in Table 11 has to do with students' beliefs about the amount of interaction among different racial/ethnic groups. With the exception of White students, the majority of students from the other four racial/ethnic groups believe there is not enough interaction among all types of special interest groups and among different racial/ethnic organizations. The majority of African American and Asian/Pacific Islander students believe it to be true of interaction among individual students of different racial/ethnic groups as well. Here we have still further evidence of the felt need among minority students for greater interaction across racial/ethnic and special interest lines. Only one in three White students believe there is a need for greater interaction in the three areas.

Table 11.
Attitudes About Student Interaction by Racial/Ethnic Group

Item		Percent responding "Agree Strongly" or "Agree Somewhat"
I would like to have more personal interaction with students of racial/ethnic groups different from my own (*).	African American	92%
	Native American	86
	Asian/Pacific Islander	83
	Latino	78
	White	69
Special interest groups at COC provide needed support for specific constituencies (**).	African American	85%
	Latino	69
	Asian/Pacific Islander	68
	White	67
	Native American	53
Special interest groups among students promote separatism (*).	Native American	80%
	African American	62
	White	58
	Latino	46
	Asian/Pacific Islander	41
Minority students from underrepresented groups in my classes are as well prepared as other students.	Asian/Pacific Islander	78%
	White	73
	Latino	72
	African American	69
	Native American	64
Students from diverse groups communicate well at COC.	Latino	67%
	Asian/Pacific Islander	65
	White	64
	African American	62
	Native American	50
Elected student leaders at COC represent my point of view (***).	Asian/Pacific Islander	48%
	White	41
	Latino	41
	Native American	39
	African American	25

(continued)

Racial/ethnic student organizations at COC generally represent my point of view (*).	Latino	51%
	Native American	39
	Asian/Pacific Islander	35
	White	32
	African American	25
Gay and Lesbian students at COC are accepted and respected (**).	Native American	69%
	Asian/Pacific Islander	52
	African American	50
	Latino	50
	White	44
There is not enough interaction among:		
All types of special interest groups at COC (*).	African American	83%
	Asian/Pacific Islander	65
	Latino	50
	Native American	50
	White	38
Different racial/ethnic organizations at COC (*).	African American	92%
	Asian/Pacific Islander	61
	Latino	51
	Native American	50
	White	35
Individual students of different racial/ethnic groups (*).	African American	69%
	Asian/Pacific Islander	50
	Latino	45
	Native American	36
	White	29

* Statistically significant at the .0001 level.
** Statistically significant at the .005 level.
*** Statistically significant at the .010 level

Interactions with Faculty and Staff

The frequency with which different racial/ethnic groups experience various kinds of contacts with faculty is reported in Table 12. Racial/ethnic groups differ considerably with respect to how likely they are to have a personal conversation with a faculty member: the highest rates were among African American and White students, whereas the lowest rate was reported by Latino students (37 percent).

With the exception of African American students, receiving advice from a faculty member about careers or majors is an even less common occurrence. Once again, Latino students are the least likely to report receiving such advice from faculty.

With the exception of Asian/Pacific Islanders, having difficulty scheduling an appointment with a faculty member was reported by about one in three students. It is not known to what extent these figures have been affected by the proportion of students who even try to schedule appointments.

Reports of being treated rudely by faculty or of hearing faculty make insensitive remarks about minorities are relatively rare, but when considering both cases, African American students are most likely to report such experiences.

Table 12.
Experiences With Faculty by Racial/Ethnic Group

Experience with faculty		Percent responding "frequently" or "occasionally"
Had a personal conversation with a faculty member (*).	African American	64%
	White	62
	Native American	53
	Asian/Pacific Islander	50
	Latino	37
Received advice from a faculty member about my major or career (*).	African American	64%
	Native American	46
	White	42
	Asian/Pacific Islander	39
	Latino	38
Had difficulty scheduling an appointment with a faculty member (*).	White	29%
	Native American	29
	African American	29
	Latino	27
	Asian/Pacific Islander	13
Been treated rudely by a faculty member.	African American	8%
	Latino	6
	White	6
	Asian/Pacific Islander	4
	Native American	0
Heard insensitive or disparaging comments about racial/ethnic minorities by faculty (*).	Asian/Pacific Islander	8%
	African American	7
	Latino	4
	Native American	0
	White	0
Been a guest in a faculty member's home (*).	African American	8%
	White	7
	Native American	7
	Latino	3
	Asian/Pacific Islander	0

* Statistically significant at the .0001 level.

An additional set of items concerned students' perceptions of their relationships with faculty and staff. The results are shown in Table 13. Only small percentages of each racial/ethnic group report feeling that they get more personal attention from faculty who are racially/ ethnically similar, that such faculty address issues of greater relevance to them, and that minority faculty are more helpful to them than other faculty are.

Whites, along with African Americans and Latinos, are most likely to say that academic counselors are sensitive to their needs and concerns. Whites and Asian/Pacific Islanders are most likely to say that they have staff role models (59 and 53 percent) at the college.

Table 13.
Perceptions of Faculty and Staff by Racial/Ethnic Group

Statement		Percent agreeing "strongly" or "somewhat"
I get more personal attention from faculty who are racially/ethnically similar to me. (*).	Latino	25%
	Asian/Pacific Islander	23
	White	15
	Native American	7
	African American	0
Faculty who are racially/ethnically similar similar to me address issues of greater relevance to me (*).	African American	31%
	Latino	27
	White	16
	Asian/Pacific Islander	14
	Native American	13
I prefer to take classes from faculty of racial/ethnic backgrounds different from my own (*).	Asian/Pacific Islander	23%
	Native American	20
	Latino	17
	White	14
	African American	8
On an individual basis, minority faculty tend to be more helpful to me than other faculty (*).	Latino	23%
	Asian/Pacific Islander	23
	Native American	20
	African American	8
	White	5
On an individual basis, women faculty tend to be more helpful to me than men faculty (*).	Asian/Pacific Islander	50%
	Latino	35
	African American	31
	Native American	27
	White	22
Academic counselors are sensitive to my needs and concerns (*).	White	80%
	African American	77
	Latino	73
	Native American	67
	Asian/Pacific Islander	55

(continued)

I have role models within the staff at COC (*).	Asian/Pacific Islander	59%
	White	53
	Native American	47
	African American	46
	Latino	45

* Statistically significant at the .0001 level.

A final set of items concerning students' perceptions of faculty involves faculty with whom students have taken courses (see Table 14). With the exception of African American and Latino students, the majority of the students in each of the three remaining racial/ethnic groups see faculty as approachable outside the classroom, as sensitive to issues and concerns of diverse groups as well as to students in general. By contrast, African American and Latino students are least likely to see faculty as sensitive to student needs and as approachable outside of class. Asian/Pacific Islanders and Whites are most likely to have role models within the faculty.

Table 14.
Perceptions of Faculty With Whom They Have Taken Courses by Racial/Ethnic Group

Perception		Percent responding "Most" or "All"
Approachable outside of the classroom (*).	Native American	71%
	Asian/Pacific Islander	65
	White	63
	African American	46
	Latino	43
Sensitive to issues and concerns of:		
Racial/ethnic minority students (*).	Native American	64%
	White	61
	Asian/Pacific Islander	57
	African American	46
	Latino	35
Women students (*).	White	60%
	Native American	57
	Asian/Pacific Islander	57
	African American	46
	Latino	36
Students with disabilities (*).	White	63%
	Native American	62
	Asian/Pacific Islander	52
	African American	50
	Latino	44
Gay and Lesbian students (*).	Native American	54%
	African American	50
	White	45
	Asian/Pacific Islander	43
	Latino	32
Sensitive to student needs in general (*).	White	70%
	Asian/Pacific Islander	59
	Native American	57
	African American	54
	Latino	49

(continued)

Agree "strongly" or "somewhat":		
I am provided with adequate mentoring at COC (*).	Native American	80%
	White	77
	Latino	70
	Asian/Pacific Islander	61
	African American	54
I have role models within the faculty at COC (*).	Asian/Pacific Islander	78%
	White	73
	Native American	67
	African American	62
	Latino	56

* Statistically significant at the .0001 level.

Attitudes About Diversity Issues

The questionnaire contained a series of items concerning students' attitudes toward diversity issues. Two items generated a relatively high degree of consensus among the five racial/ethnic groups: "diversity is good for COC and should be actively promoted by students, staff, faculty, and administrators," and "the administration should be genuinely committed to promoting respect for and understanding of group differences at COC." The percentage agreeing with the first item ranged from 75 to 100 percent. On the second item, the percentage agreement among the five groups ranged from 80 to 100 percent.

Table 15 summarizes the results for eight additional items from this list. A large majority of Whites (81 percent) believe that the administration is genuinely committed to promoting respect for and understanding of group differences, but only about one-half of African American students share this view. In the same vein, a large majority of Native American and White students, along with majorities of all three of the other ethnic groups, believe that COC has already achieved a positive climate for diversity. The lowest group, Asian/Pacific Islanders, report that 58 percent believe that the college has achieved a positive climate for diversity. For some underrepresented groups, COC's climate for diversity is in need of improvement.

Differences by racial/ethnic group occur in response to questions that are critical of COC's emphasis on diversity. Native American and White students are most likely to feel that diversity leads to campus disunity/segregation, that affirmative action leads to the hiring of less qualified faculty and staff, and that diversity leads to the admission of too many underprepared students. Without exception, members of the other three racial/ethnic groups -- Latino, African American and Asian/Pacific Islander students -- are the least likely to agree with such statements. It should be emphasized that, with the exception of White and Native American students, the majorities of the members of each of the three other racial/ethnic groups disagree with the proposition that

COC is placing too much emphasis on diversity. Even within the White student population there appears to be a sharp difference of opinion on this issue, with 54 percent agreeing and 46 percent disagreeing that COC is placing too much emphasis on diversity.

Table 15.
Attitudes About Diversity Issues
by Race/Ethnicity

Attitudes		Percent agreeing "strongly" or "somewhat"
The COC administration is genuinely committed to promoting respect for and understanding of group differences at COC (*).	White	81%
	Latino	74
	Native American	69
	Asian/Pacific Islander	63
	African American	54
One problem in pursuing the goal of diversity is the admission of too many underprepared students (*).	Native American	71%
	White	51
	Latino	38
	African American	33
	Asian/Pacific Islander	30
COC has achieved a positive climate for diversity (*).	Native American	86%
	White	81
	Latino	74
	African American	67
	Asian/Pacific Islander	58
The COC student body adequately reflects the cultural diversity of the Santa Clarita Valley (*).	White	72%
	Native American	71
	Latino	61
	Asian/Pacific Islander	57
	African American	42
Affirmative action leads to the hiring of less qualified faculty and staff (*).	Native American	92%
	White	62
	Asian/Pacific Islander	42
	Latino	37
	African American	25
COC is placing too much emphasis on achieving diversity (*).	Native American	71%
	White	54
	Latino	44
	Asian/Pacific Islander	26
	African American	0

(continued)

In order to "fit in" at COC, I often feel I need to change some of my personal characteristics (e.g., language, dress) (*).	Asian/Pacific Islander	29%
	Latino	29
	African American	23
	White	12
	Native American	7
Emphasizing diversity leads to campus disunity/segregation (*).	Native American	64%
	White	51
	Latino	31
	Asian/Pacific Islander	25
	African American	8

*Statistically significant at the .0001 level.

"Of all the classes I have taken at COC, I have been the only African American enrolled. Sometimes I ask myself what I am doing at COC. This has nothing to do with me sensing any prejudice or discrimination at all."
COC student

Proposals for Change

Of the six most favored proposals (Table 16), a majority of the groups believe that implementing the proposal would improve the campus climate for diversity. Of the 30 percentages (5 groups by 6 proposals), 23 were 60 percent or above and 20 were over 65 percent. Of those students who did not feel that a particular proposal would improve the climate for diversity, very few (usually less than 10 percent) felt that it would make the climate worse, with the majority checking "no change." So, an attempt to implement any or all of the proposals listed in Table 16 would be likely to have wide support from students of every racial/ethnic group at College of the Canyons.

Table 16.
Students' Most Favored Proposals for Improving the Campus Climate for Diversity by Radial/Ethnic Group by Racial/Ethnic Group

Proposal	Percent who say proposal will improve the climate for diversity	
	Median	Range
Have more events on campus that bring together members of different racial/ ethnic groups.	76%	60-100%
Dedicate more of COC's faculty, staff and administrative talent to working on problems of racism/discrimination at COC and throughout the Santa Clarita Valley.	73%	52-86%
Have more events on campus that bring together disabled and non-disabled people.	72%	64-100%
Provide more awareness/sensitivity workshops or programs to help students become more aware of the needs of women.	69%	36-83%
Include more issues of diversity in student orientation.	69%	48-91%
Provide more growth and development opportunities to train more racial/ethnic minority staff members for management positions.	68%	42-92%

"The climate for diversity in Santa Clarita tends to be one that is not at all accepting of those who fall outside the White, Protestant, heterosexual community. COC should be especially aware of the kind of intolerance that is typical of this area and should strive to make general education courses help widen students' perspectives."
COC student

Part 3. Gender

Of the 545 respondents, 66 percent were women. This is a higher percentage than their proportion within the continuing student population. Women represented 57 percent of the continuing student population as of First Census in Spring 1994.

When looking at the perceptions and experiences of men and women at College of the Canyons, they had some differences which were worth noting. These will be discussed below under three headings: experiences, attitudes and proposals for change.

Experiences

Table 17 summarizes the two items which produced the largest gender differences within the student population.

Table 17.
Student Experiences by Gender

Experience	Percent reporting experience "frequently" or "occasionally"		
	Women	Men	Difference
Seen racist, anti-gay/lesbian, or sexist graffiti in COC facilities (i.e., bathroom walls, buildings).	9%	34%	25
Had discussion about race/ethnicity with someone from another racial/ethnic group which affected me in a positive manner.	40%	30%	10

It is noteworthy that there were minimal gender differences to the questions about discrimination and harassment. Men students at College of the Canyons are nearly as likely as their female counterparts to experience gender discrimination or harassment. Gender discrimination was reported at least occasionally by 4 percent of women and 1 percent of men students. Gender-based harassment has been experienced at least occasionally by 2 percent of the women and an equal percentage for men.

Men were more likely than women to report racist, anti-gay/lesbian or sexist graffiti at the college. Women students were more likely than men to report having discussions about race/ethnicity with someone from another racial/ethnic group which affected them in a positive manner.

Attitudes About Diversity Issues

Only two of the fifteen attitudinal items produced gender differences as large as 10 percent.

Table 18.
Student Attitudes About Diversity Issues by Gender

Statement	Percent agreeing "strongly" or "somewhat"		
	Women	Men	Difference
The COC administration should be genuinely committed to promoting respect for and understanding of group differences at COC.	86%	74%	12
Gay and lesbian students at COC are accepted and respected.	49%	39%	10

Proposals for Change

The primary gender difference worth noting about the 59 different proposals for improving the climate for diversity, was that, without exception, women showed more support than their male counterparts for every proposal. Gender differences ranged from 2 to 17 percent.

"Its the narrow-mindedness of the students that partially made me decide to change schools."
COC student

Part 4. Sexual Orientation

To the question about sexual orientation, only 6 students, or one percent, reported that they were gay or lesbian. Another 9 students, or about two percent, said they were bisexual. The numbers of non-respondents to this question were moderately large -- at 8 percent. Since the numbers were small, gay, lesbian and bisexual students were grouped together and their responses compared to those of heterosexual students.

Experiences

Table 19 summarizes the items which produced the largest differences by sexual orientation. Surprisingly, gay/lesbian/bisexual students were as likely as heterosexual students to experience discrimination or harassment on the basis of their sexual orientation. Not surprisingly, gay/lesbian/ bisexual students were far more likely than heterosexual students to report hearing insensitive remarks about gay and lesbian students made by students. They were also more likely to hear such comments about racial/ethnic minorities and about people with disabilities than were heterosexuals.

Gay/lesbian/bisexual students were more likely than heterosexual students to report that they had seen racist, anti-gay/lesbian, or sexist graffiti in COC facilities.

Table 19.
Experiences by Sexual Orientation

Experience	Percent reporting experience "frequently" or "occasionally"		
	Gay/Lesbian/ Bisexual	Heterosexual	Difference
Heard insensitive or disparaging comments about gays and lesbians by students.	68%	26%	42
Heard insensitive or disparaging comments about racial/ethnic minorities by students.	54%	19%	35
Heard insensitive or disparaging comments about people with disabilities by students.	37%	7%	30
Had a discussion about race/ethnicity with someone from another racial/ethnic group which affected me in a negative manner.	39%	13%	26
Seen racist, anti-gay/lesbian, or sexist graffiti in COC facilities (i.e. bathroom walls, buildings).	42%	17%	25
Had a discussion about sexism with a person of the opposite gender which affected me in a positive manner.	45%	27%	18

Attitudes on Diversity Issues

Table 20 shows the results of student responses to selected attitudinal items separated by sexual orientation. Heterosexual students were more likely than gay/lesbian/ bisexual students to want to change the curriculum to bring in other perspectives besides Western Civilization and culture. They were also more likely than gay/lesbian/ bisexual students to believe that COC had achieved a positive climate for diversity and that the college was placing too much emphasis on achieving diversity. Finally, it is clear that the majority of both gay/lesbian/bisexual and heterosexual students feel that gays and lesbians are not accepted by the COC community.

Table 20.
Attitudes by Sexual Orientation

Item	Percent agreeing "strongly" or "somewhat"		
	Gay/Lesbian/ Bisexual	Heterosexual	Difference
COC is placing too much emphasis on achieving diversity.	4%	51%	47
The current emphasis on Western Civilization and culture in the curriculum at COC should not be diluted by adding other perspectives.	9%	49%	40
COC has achieved a positive climate for diversity.	39%	78%	39
Emphasizing diversity leads to campus disunity/segregation.	15%	47%	32
Racial/ethnic student organizations at COC generally represent my views.	15%	37%	22
Gay and Lesbian students at COC are accepted and respected.	35%	45%	10

Proposals for Change

For all but two proposals for change, gay/lesbian/bisexual students showed more support than their heterosexual counterparts. For the two items where this was not true, the differences were less than 5 percent and were, thus, insignificant.

"It doesn't matter if you are a minority, homosexual, a woman or disabled.
If you believe in your goals, you will find a way to attain them."
COC student

Part 5. Disability

When asked if they were a person with a disability, 471 of the 545 respondents, or 86 percent, said they were not. The other 14 percent indicated that they had one or more physical or mental impairments which restricted their life activities.

In viewing the experiences of disabled and non-disabled students at College of the Canyons, they had some differences. They will be discussed below under three headings: experiences, role models and attitudes.

Experiences

Table 21 summarizes the eight items which produced the largest differences between the disabled and non-disabled student populations.

Table 21.
Student Experiences by Disability

Experience	Percent reporting experience "frequently" or "occasionally"		
	Disabled	Non-Disabled	Difference
Had a discussion about race/ethnicity with someone from another racial/ethnic group which affected me in a positive manner.	56%	34%	22
Received advice from a faculty member about my major or career.	58%	39%	19
Had a personal conversation with a faculty member.	71%	54%	17
Been harassed because of my disability.	16%	0%	16
Been discriminated against because of my disability.	15%	0%	15
Been treated rudely by COC students.	22%	9%	13
Been present at COC-affiliated events where people with disabilities were portrayed in a positive manner.	33%	20%	13
Seen/read material in student publications which increased my understanding of racial/ethnic minorities.	38%	26%	12

Role Models

When asked about whether they had role models within the staff and faculty at COC, larger percentages of disabled students than non-disabled students agreed that they did.

Table 22.
Role Models by Disability

Item	Percent agreeing "strongly" or "somewhat"		
	Disabled	Non-Disabled	Difference
I have role models within the staff at COC.	79%	48%	31
I have role models within the faculty at COC.	80%	69%	11

Attitudes

Four of the fifteen attitudinal items produced differences as large as 10 percent. Disabled students were more likely than non-disabled students to believe that the college has achieved a positive climate for diversity, that the administration is committed to promoting respect for and understanding of group differences, and that diversity is good for the college and should be actively promoted by students, staff, faculty and administrators. A smaller percentage of the disabled student population thought that the college was placing too much emphasis on achieving diversity. Of any underrepresented group, disabled students were the only group more likely than the majority group to believe that COC had achieved a positive climate for diversity.

Table 23.
Attitudes by Disability

Item	Percent agreeing "strongly" or "somewhat"		
	Disabled	Non-Disabled	Difference
COC is placing too much emphasis on achieving diversity.	37%	51%	14
Diversity is good for COC and should be actively promoted by students, staff, faculty and administrators.	89%	77%	12
The COC administration is genuinely committed to promoting respect for and understanding of group differences at COC.	88%	76%	12
COC has achieved a positive climate for diversity.	86%	76%	10

Part 6. Open-Ended Question

The survey's open-ended question provided students with an opportunity to express their opinions and concerns regarding the issue of diversity. The solutions offered to strengthen or improve the climate for diversity represent a divergent array of opinions and beliefs.

Following are 11 categories with selected examples from the surveys to illustrate the content of each category.

1. Emphasize similarities and unity rather than differences and diversity.

"Don't emphasize differences, emphasize things in common."

"We should strive to learn about and appreciate the diversity among us; however, separating us based on our background, gender or orientation is not the key. We need to learn how to cooperate and tolerate the differences between us. As with all things, education is the key."

"We should start working as a team. Working together, we can prepare a better college environment."

"While I think the clubs and organizations for separate ethnic backgrounds are helpful in educating those who belong, it also helps to separate and exclude others who may be interested in learning about different cultural backgrounds."

2. Too much emphasis is being placed on diversity.

"There is an overemphasis on diversity at COC. Why not approach student diversity with high expectations for all?"

"Too much emphasis is placed on diversity and racial/ethnic background, sexual orientation, male/female, and disabled!!! Students come to COC primarily for an education."

"The climate for diversity is fine. You don't need to improve it at all."

3. More educational efforts, such as workshops, seminars and special events, on diversity issues.

"Students of diverse ethnic groups can get together and organize presentations for the students during lunch in the cafeteria. For example: one week, African Americans can hire a band to play, prepare traditional foods for the faculty and perform skits appropriate to the culture. We

can have a special day, in which everyone dresses in a costume, which is the traditional costume of their country/culture."

"Explore more cultural diversity activities on campus (involving all faculty, staff, students, community members, etc.)."

"Have more days of celebration of each special group and their differences."

"I feel COC might consider events such as dances, picnics or one day outings such as bus trips to Las Vegas for students, staff and faculty and their families and loved ones. This type of activity can be used as a fund raiser and social event with the main objective of bringing students, faculty and staff together in a more natural setting."

4. Strengthen diversity through special interest groups.

"As a 29 year-old gay male, I don't think I can stress enough the importance of having a visible program/services for reaching out to gay youth. Many of these young men and women experience (as I did) feelings of loneliness and fear. Providing such services/programs would make these students feel like they "belong"."

"To strengthen diversity, have more clubs for students...more social things."

5. Special programs promote segregation and divisiveness.

"I feel that by allocating money to underrepresented groups it will only separate those groups from each other and it will upset those who don't receive any money or less support."

"Do not pit groups against each other by singling out groups for special treatment."

"The more ethnic clubs COC has, the greater the segregation will become among students."

6. New classes or course requirements.

"Include more issues of diversity in the classroom. Specifically in classes such as Political Science, History, Sociology, and Psychology."

"I think COC should offer an open course of study in diversity where there is a structured agenda and students could gain new insights into people of different cultures."

"Offer more ethnic studies courses, and work toward making them transferable."

7. Hiring should be based on merit -- without regard to race or gender.

"I am strongly against affirmative action - it pushes down one race or another."

"This school should treat things equal - if one person is qualified over another, then that person should be hired."

"In my opinion, the focus of your efforts should be providing the best qualified individuals you can to teach and administer, regardless of their race/sex/or any other diversity requirement you may have."

8. Need to diversify faculty and/or staff.

"I have not seen staff or faculty of the same racial/ethnic group as mine on campus at all. I do feel uncomfortable at times in class when I am the only Hispanic. It makes me not participate in discussions."

"Have more staff that is from a "minority" ethnic background."

"Hire a diversity of teachers."

9. Miscellaneous.

"I think that the different ethnic groups do everything they can to separate themselves. In the cafeteria the blacks, the whites, the brown, and the what have you, seem to have their own tables. But then again, I only see it sometimes because I am a part-time student. I do know that in the classroom every ethnic group gets along and helps each other out when it comes to study groups."

"I think foreign students are at a disadvantage compared to others because foreign students must work three to four times harder because English is their second language and also because we have to put up with discrimination and financial problems."

"I am often disgusted at the high level of disparaging remarks and intolerance directed at persons who are homosexual or who are perceived to be homosexual."

"If the faculty and staff set good examples, the rest will follow."

10. Negative criticism of survey.

"I feel surveys like this one create separatism. The questions seemed pointed and unfair. It is as if you are looking for racism."

"I feel that this questionnaire is a waste of time and money. How much did this cost to print, send, evaluate, etc? This money could have been spent on education rather than political correctness."

"I see an attempt here to waste money on programs that have nothing to do with core course schedule. You need to do more to provide English courses so the waiting list isn't 30 students long."

"Don't send out such a damn long survey! You should have shortened it to about 4 pages."

11. Positive feedback on survey.

"With this survey you have already begun to investigate what improvements can be done to improve the climate for diversity. The survey gives much information needed for change on the COC campus."

"Great survey questions."

"Thank you for taking the time to address this issue with respect, understanding and kindness."

Summary

Following are the highlights of the findings from the survey of COC students:

RACE/ETHNICITY

- Interaction across racial/ethnic groups is commonplace among students at COC, regardless of one's racial/ethnic group. Furthermore, substantial numbers of students from all groups believe that students from diverse groups communicate well with each other.

- Between 30 to 90 percent of members of all racial ethnic groups report that there is insufficient interaction between diverse groups, with White students reporting the lowest percentage; between 70 to 90 percent of the members of each ethnic group personally want more interaction across racial/ethnic lines.

- Overt racial discrimination is relatively infrequent at the college. Between 83 to 100 percent of the members of all racial/ethnic groups report that they had "seldom" or "never" been discriminated against because of their race or ethnicity.

- Between 15 and 42 percent of the members of underrepresented minority students reject the proposition that COC has already achieved a positive climate for diversity. 19 percent of the White students agreed with this view.

- Between 50 and 85 percent of the members of all racial/ethnic groups believe that special interest groups at COC provide needed support for their constituencies; however, between 40 to 80 percent of these same groups believe that such organizations tend to promote separatism.

- One-half to three-quarters of the members of all student racial/ethnic groups report that neither the elected student leaders at COC nor the racial/ethnic student organizations represents their point of view.

- Between 30 to 55 percent of the members of all racial/ethnic groups believe that gays and lesbians are <u>not</u> accepted and respected at COC.

- More than 72 percent of Asian/Pacific Islander, White and Latino students believe that members of underrepresented minority groups are as well prepared academically as other students are; only 69 and 64 percent of the African American and Native American students, respectively, share this belief.

• Personal interaction between COC students and faculty is infrequent: Depending on the racial/ethnic group, between 36% and 63% of the students have seldom or never had a personal conversation with a faculty member, and between 92% and 100% have seldom or never been a guest in a faculty member's home.

GENDER

• There was minimal gender-based discrimination and harassment at COC.

• Men were more likely than women to report racist, anti-gay/lesbian or sexist graffiti at the college.

• Women showed more support than their male counterparts to proposals for improving the climate for diversity.

SEXUAL ORIENTATION

• Gay/lesbian/bisexual students were as likely as heterosexual students to experience discrimination or harassment based on sexual orientation.

• Gay/lesbian/bisexual students were more likely than heterosexual students to hear insensitive remarks about gays and lesbians made by students.

• 61% of the gay/lesbian/bisexual students reject the idea that COC has already achieved a positive climate for diversity as compared to 22% of heterosexual students.

• While 96% of gay/lesbian and bisexual students disagreed that COC is placing too much emphasis on achieving diversity, this compares to 49% of heterosexual students.

• 65% of the gay/lesbian/bisexual students and 55% of the heterosexual students do not feel as though gay and lesbian students are accepted and respected at COC.

• Generally, gay/lesbian/bisexual students showed more support than their heterosexual counterparts to proposals for improving the climate for diversity.

DISABLED/NON-DISABLED STUDENTS

• Disabled students were more likely than their non-disabled counterparts to interact with faculty, having personal conversations and receiving advice about career and major field of study.

• Disabled students are more likely to have role models among the faculty and staff at COC than non-disabled students.

• About 15% of the disabled students reported having been discriminated against or harassed because of their disability.

• Disabled students were more likely than non-disabled students to report that they believed that COC had achieved a positive climate for diversity.

Appendix

Cover Letter and Campus Climate Survey

Santa Clarita Community College District

college of the canyons

26455 North Rockwell Canyon Road • Santa Clarita, California 91355
(805) 259-7800

April 1994

Dear Student:

We would like to ask for your help in a most important project. The Student Equity Team at College of the Canyons is sponsoring a campus-wide study of diversity issues and we would greatly appreciate your help in completing and returning this survey.

While the college can be proud of its diverse campus, we believe that there are many issues related to diversity that we do not fully understand, and that there are many ways in which the campus climate for diversity can be strengthened and improved. To better understand the current climate and to have a basis for formulating future policy, we need to know the experience and viewpoints of all segments of the campus community.

Please answer the enclosed questions as honestly and as completely as you can. Responses will be tabulated by the Office of Institutional Development and the final report discussed with the Student Equity Team, composed of students, faculty, staff and community representatives.

This is not just "another survey" that will gather dust on a library shelf. We intend to use the findings as a basis for taking concrete action to improve and strengthen the climate for diversity so that more students achieve academic success. The significance of the findings will depend heavily on getting a high rate of participation. This means that we need your response.

Thank you for participating in this important project.

Sincerely,

Dianne G. Van Hook, Ed.D.
Superintendent-President
Co-Chair
Student Equity Team

Michael Dermody, M.A.
President, Academic Senate
Co-Chair
Student Equity Team

Enclosures

Board of Trustees

Bruce D. Fortune | Michele R. Jenkins | Joan W. MacGregor | Ernest H. Moreno | Richard G. Peoples

BEST COPY AVAILABLE

College of the Canyons' Campus Climate Survey

Dear Student:

Please complete the questionnaire and return it in the enclosed stamped, self-addressed envelope. To guarantee your confidentiality, we are not putting any identifying numbers on the survey. Instead, we have enclosed a postcard that you should mail back separately after completing the questionnaire. In this way, we will be able to follow up on non-respondents while protecting the anonymity of each respondent.

Many thanks for participating in this important study.

Sincerely,

Nancy J. Mattice
Assistant Dean of Institutional Development

Definitions:

While we are aware of the fact that California is rapidly approaching a time when there will no longer be any single racial/ethnic group that constitutes a "majority" of the population, for simplicity in this survey we will use the term "minority" to refer collectively to persons who are either African American, Native American, Asian/Pacific Islander, or Chicano/Latino. The term "underrepresented groups" will be used to refer to persons at COC who are either African American, Native American, Chicano/Latino, or Pilipino/Filipino.

The term "diversity" will be used to refer to the variations in racial/ethnic background, gender, sexual orientation, nationality, language, religion, and disabled status that one finds in a community like COC.

Background Information:

Instructions: Please answer each item by circling a number (e.g., (1)) or writing in the requested answer.

1. How many semesters have you attended College of the Canyons, including this one? (Circle one)

One 1
Two 2
Three 3
Four 4
Five or more 5

2. How many units of course work have you completed at COC? ☐☐☐

3. Your sex?

Female 1
Male 2

4. Since leaving high school, have you ever taken courses at <u>any other</u> institution?

No 1
Yes, at another community college 2
Yes, at a four-year college or university 3
Yes, at some other postsecondary school (e.g., technical, vocational, business) 4

5. What are your degree aspirations? (Circle one in each column.)

	Currently Working On	Highest Aspired To
None	1	1
Vocational certificate	2	2
Associate	3	3
Bachelor's	4	4
Master's	5	5
Doctorate	6	6
Professional Degree (J.D., M.D., etc.)	7	7
Other (Specify _____)	8	8

6. Where are you currently living?

With spouse 1
With parents or relatives 2
Other private home, apartment, or room 3
Other 4

7. Age ☐☐

Background Information:

8. What is your religious affiliation? (Circle one.)

Baptist	01	Methodist	10
Buddhist	02	Presbyterian	11
Congregational	03	Quaker	12
Eastern Orthodox	04	Roman Catholic	13
Episcopal	05	Seventh Day Adventist	14
Islamic	06	Other Protestant	15
Jewish	07	Other Religion	16
LDS (Mormon)	08	None	17
Lutheran	09		

9. Are you a person with a disability?
(Note: "An individual with a handicap(s) is anyone with a physical or mental impairment that substantially impairs or restricts one or more major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working." Ref: Section 504 of the 1973 Federal Rehabilitation Act.)

No 1
Yes. (Please circle the most appropriate category.)
- Hearing impaired or deaf 2
- Visual impairment or blind 3
- Mobility impairment 4
- Speech disorder 5
- Learning disability 6
- Other 7
- (Please specify: _____)

10. Citizenship status: (Circle one.)

U.S. Citizen 1
U.S. Permanent Resident 2
Foreign (Temporary) 3
Other 4

11. Please circle the appropriate item.

English is the only language I speak 1
English is my primary language, but I speak one or more other languages 2
English is not my primary language 3

12. With which racial/ethnic group do you identify? (If you are of a multi-racial/multi-ethnic background, please circle all that apply.)

White/Caucasian, including Middle Eastern 01
(If you identify with a specific ethnic group, please specify: _____)

Asian
- Chinese/Chinese American 02
- Japanese/Japanese American 03
- Korean/Korean American 04
- Pilipino/Filipino 05
- Pakistani/East Indian 06
- Other Asian, excluding Middle Eastern 07
- (Please specify: _____)

Pacific Islander 08
(Please specify: _____)

Native American
- American Indian/Alaskan Native/Aleut 09
- (Please specify tribe: _____)

African American/Black 10

Latino/Hispanic
- Mexican American/Chicano 11
- Cuban 12
- Puerto Rican 13
- Other Latin/Central American 14
- (Please specify: _____)

13. What is your sexual orientation?

Heterosexual 1
Gay/Lesbian 2
Bisexual 3

14. How many units are you currently enrolled in?

☐☐

Experiences at COC:

15. How many times since coming to COC have you experienced the following?

	Frequently	Occasionally	Seldom	Never
Had difficulty scheduling an appointment with a faculty member	4	3	2	1
Had a personal conversation with a faculty member	4	3	2	1

Experiences at COC:

	Frequently	Occasionally	Seldom	Never
Received advice from a faculty member about my major or career	4	3	2	1
Been treated rudely by COC:				
Faculty	4	3	2	1
Staff	4	3	2	1
Administrators	4	3	2	1
Students	4	3	2	1
Been discriminated against because of my:				
Race/ethnicity	4	3	2	1
Gender	4	3	2	1
Sexual orientation	4	3	2	1
Disability	4	3	2	1
Religion	4	3	2	1
Age	4	3	2	1
Been discriminated against by:				
Faculty	4	3	2	1
Staff	4	3	2	1
Administrators	4	3	2	1
Students	4	3	2	1
Felt pressure from members of my own racial/ethnic group not to socialize with or date members of other racial/ethnic groups:	4	3	2	1
Felt ostracized by my own racial/ethnic group because I chose not to participate in campus activities related to my own group	4	3	2	1
Been harassed because of my:				
Race/Ethnicity	4	3	2	1
Gender	4	3	2	1
Disability	4	3	2	1
Sexual Orientation	4	3	2	1
Religion	4	3	2	1
Age	4	3	2	1
Seen racist, anti-gay/lesbian, or sexist graffiti in COC facilities (i.e., bathroom walls, buildings)	4	3	2	1

	Frequently	Occasionally	Seldom	Never
Heard insensitive or disparaging comments about racial/ethnic minorities by:				
Faculty	4	3	2	1
Staff	4	3	2	1
Administrators	4	3	2	1
Students	4	3	2	1
Heard insensitive or disparaging comments about women by:				
Faculty	4	3	2	1
Staff	4	3	2	1
Administrators	4	3	2	1
Students	4	3	2	1
Heard insensitive or disparaging comments about people with disabilities by:				
Faculty	4	3	2	1
Staff	4	3	2	1
Administrators	4	3	2	1
Students	4	3	2	1
Heard insensitive or disparaging comments about gays and lesbians by:				
Faculty	4	3	2	1
Staff	4	3	2	1
Administrators	4	3	2	1
Students	4	3	2	1
Been present at COC-affiliated events where the following groups were portrayed in a *positive* manner:				
Racial/ethnic minorities	4	3	2	1
Women	4	3	2	1
People with disabilities	4	3	2	1
Gays and Lesbians	4	3	2	1
Whites/Caucasians	4	3	2	1
Been present at COC-affiliated events where the following groups were portrayed in a *derogatory* manner:				
Racial/ethnic minorities	4	3	2	1
Women	4	3	2	1
People with disabilities	4	3	2	1
Gays and Lesbians	4	3	2	1
Whites/Caucasians	4	3	2	1

Experiences at COC:

	Frequently	Occasionally	Seldom	Never
Studied with students of racial/ethnic backgrounds different from my own	4	3	2	1
Been a guest in a faculty member's home	4	3	2	1
Seen/read material in student publications which is offensive to:				
Racial/Ethnic minorities	4	3	2	1
Women	4	3	2	1
People with disabilities	4	3	2	1
Gays and Lesbians	4	3	2	1
Whites/Caucasians	4	3	2	1
Seen/read material in student publications which increased my understanding of:				
Racial/Ethnic minorities	4	3	2	1
Women	4	3	2	1
People with disabilities	4	3	2	1
Gays and Lesbians	4	3	2	1
Whites/Caucasians	4	3	2	1

	Frequently	Occasionally	Seldom	Never
Had a discussion about race/ ethnicity with someone from another racial/ethnic group which affected me in a:				
Negative matter	4	3	2	1
Positive manner	4	3	2	1
No effect	4	3	2	1
Had a discussion about sexism with a person of the opposite gender which affected me in a:				
Negative matter	4	3	2	1
Positive manner	4	3	2	1
No effect	4	3	2	1

Perceptions of Faculty

16. How many of the faculty whose courses you have taken at COC would you describe as: (Please circle one for each item.)

	None	A Few	Some	Most	All
Approachable outside of the classroom	1	2	3	4	5
Sensitive to issues and concerns of:					
Ethnic/racial minority students	1	2	3	4	5
Women students	1	2	3	4	5
Students with disabilities	1	2	3	4	5
Gay and Lesbian students	1	2	3	4	5
Sensitive to student needs in general	1	2	3	4	5

17. Have you taken courses taught by faculty members from the following groups?

	Yes	No
American Indians/Alaskan Native/Aleuts	2	1
Asians/Pacific Islanders	2	1
African Americans/Blacks	2	1
Chicanos/Latinos	2	1
Women	2	1
Openly Gay or Lesbian	2	1
Disabled	2	1

18. How many ethnic/gender studies courses have you taken? ☐☐

Perceptions of Faculty

19. Indicate the extent to which you agree or disagree with the following statements by circling the appropriate number: (Please circle one for each item.)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	No Opinion
I prefer to take classes from faculty of racial/ethnic backgrounds different from my own	5	4	3	2	1
I get more personal attention from faculty who are racially/ethnically similar to me	5	4	3	2	1
Faculty who are racially/ethnically similar to me address issues of greater relevance to me	5	4	3	2	1
On an individual basis, minority faculty tend to be more helpful to me than other faculty	5	4	3	2	1
On an individual basis, women faculty tend to be more helpful to me than men faculty	5	4	3	2	1

Role Models and Mentoring:

20. Indicate the extent to which you agree or disagree with the following statements by circling the appropriate number:

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
I have role models within the faculty at COC	4	3	2	1
Academic counselors are sensitive to my needs and concerns	4	3	2	1
I have role models within the staff at COC	4	3	2	1
I am provided with adequate mentoring at COC (mentors are wise and trusted counselors or teachers)	4	3	2	1

Student Interaction:

21. Indicate the extent to which you agree or disagree with the following statements by circling the appropriate number: (Please circle one for each item.)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Special interest groups among students promote separatism	4	3	2	1
Special interest groups at COC provide needed support for specific constituencies	4	3	2	1
Students from diverse groups communicate well at COC	4	3	2	1
Minority students from underrepresented groups in my classes are as well prepared as other students	4	3	2	1
I would like to have more personal interaction with students of racial/ethnic groups different from my own	4	3	2	1

Student Interaction:

22. How much of the following is taking place at COC? (Please circle one for each item.)

	Not enough	About the right amount	Too much
The amount of interaction at COC between individual students of different racial/ethnic groups	3	2	1
The amount of interaction between racial/ethnic organizations at COC	3	2	1
The amount of interaction between all types of special interests groups at COC	3	2	1

Attitudes:

23. Indicate the extent to which you agree or disagree with the following statements: (Please circle one for each item.)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Diversity is good for COC and should be actively promoted by students, staff, faculty and administrators	4	3	2	1
COC is placing too much emphasis on achieving diversity	4	3	2	1
One problem with pursuing the goal of diversity is the admission of too many underprepared students	4	3	2	1
Emphasizing diversity leads to campus disunity/segregation	4	3	2	1
Affirmative action leads to the hiring of less qualified faculty and staff	4	3	2	1
Elected student leaders at COC represent my point of view	4	3	2	1
Racial/ethnic student organizations at COC generally represent my views	4	3	2	1
Gay and Lesbian students at COC are accepted and respected	4	3	2	1
The COC administration *should be* genuinely committed to promoting respect for and understanding of group differences at COC	4	3	2	1
The COC administration *is* genuinely committed to promoting respect for an understanding of group differences at COC	4	3	2	1
The percentage of minority faculty should reflect the percentage of minority students at COC	4	3	2	1
In order to "fit in" at COC, I often feel I need to change some of my personal characteristics (e.g., language, dress)	4	3	2	1
The COC student body adequately reflects the cultural diversity of the Santa Clarita Valley	4	3	2	1
COC has achieved a positive climate for diversity	4	3	2	1
The current emphasis on Western Civilization and culture in the curriculum at COC should not be diluted by adding other perspectives	4	3	2	1

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Possible Solutions:

24. In your opinion, how would each of the following affect the climate for diversity at COC? (Please circle one for each item.)

	Improve considerably	Improve somewhat	No change	Worsen somewhat	Worsen considerably
Promote more programs that recognize distinctive cultural heritages or diverse life-styles (e.g., Black History Month, Gay/Lesbian Awareness Week)	5	4	3	2	1
Have more regular meetings between COC administrators and representatives of student racial/ethnic groups	5	4	3	2	1
Conduct workshops on diversity issues	5	4	3	2	1
Involve more COC students in providing tutoring for minority children	5	4	3	2	1
Have more art exhibits or music festivals featuring different racial/ ethnic groups	5	4	3	2	1
Bring more distinguished racial/ ethnic minority educators to campus	5	4	3	2	1
Provide more awareness/ sensitivity workshops or programs to help students become more aware of the needs of:					
Racial/ethnic minorities	5	4	3	2	1
Women	5	4	3	2	1
People with disabilities	5	4	3	2	1
Gays and Lesbians	5	4	3	2	1
Provide more growth and development opportunities to train more staff members of the following groups for management positions:					
Racial/ethnic minorities	5	4	3	2	1
Women	5	4	3	2	1
People with disabilities	5	4	3	2	1
Gays and Lesbians	5	4	3	2	1
Encourage COC faculty to incorporate perspectives on:					
Racial/ethnic minorities	5	4	3	2	1
Women	5	4	3	2	1
People with disabilities	5	4	3	2	1
Gays and Lesbians	5	4	3	2	1
Require all COC students to take at least one general education course that focuses on issues and perspectives on:					
Racial/ethnic minorities	5	4	3	2	1
Women	5	4	3	2	1
People with disabilities	5	4	3	2	1
Gays and Lesbians	5	4	3	2	1
Have minority students counseled only by members of their own group	5	4	3	2	1
Have more events on campus that bring together members of:					
Different racial/ethnic groups	5	4	3	2	1
Different sexual orientations	5	4	3	2	1
Disabled and non-disabled people	5	4	3	2	1
Hire more of the following groups for administrative posts:					
Racial/ethnic minorities	5	4	3	2	1
Women	5	4	3	2	1
People with disabilities	5	4	3	2	1
Gays and Lesbians	5	4	3	2	1
Hire more of the following groups for faculty positions:					
Racial/ethnic minorities	5	4	3	2	1
Women	5	4	3	2	1
People with disabilities	5	4	3	2	1
Gays and Lesbians	5	4	3	2	1
Provide more funding for COC-affiliated:					
Racial/ethnic minority organizations	5	4	3	2	1
Women's organizations	5	4	3	2	1
Disability organizations	5	4	3	2	1
Gays/Lesbian organizations	5	4	3	2	1

Possible Solutions:

	Improve considerably	Improve somewhat	No change	Worsen somewhat	Worsen considerably
Create more COC special programs or services for:					
Racial/ethnic minorities	5	4	3	2	1
Women	5	4	3	2	1
People with disabilities	5	4	3	2	1
Gays and Lesbians	5	4	3	2	1
Dedicate more of COC's faculty, staff and administrative talent to working on problems of racism/ discrimination at COC and throughout the Santa Clarita Valley	5	4	3	2	1

	Improve considerably	Improve somewhat	No change	Worsen somewhat	Worsen considerably
Provide more financial incentives to recruit underrepresented:					
Faculty	5	4	3	2	1
Staff	5	4	3	2	1
Students	5	4	3	2	1
Include more issues of diversity in:					
Student orientation	5	4	3	2	1
Staff orientation	5	4	3	2	1
Faculty orientation	5	4	3	2	1

Open-ended Question:

25. What do you think can be done at COC to strengthen and improve the climate for diversity?

Thank you for completing the Campus Climate Survey. **Please return in the self-addressed stamped envelope, or return to:** Dr. Nancy J. Mattice, Office of Institutional Development, College of the Canyons, 26455 N. Rockwell Canyon Road, Valencia, CA 91355. **Important:** Please mail the enclosed postcard separately at the time that you mail back the survey.